

Lesson Plan on Pathway

Target Audience: 4/5

Space: studio

Length of time: 45 minutes

Materials: see music

Pre-class props and music: streamers and/or pool noodles with scarves stuffed into the holes (“air brushes”), lively music

<u>Warming Up</u>	<u>Duration</u>
Warm up	10 minutes

Sequence.

Bubble Gum- straight pathways there and back

Tactile- “Flea song” - curved pathway up and down; wrap around your body as you go. Then straight up and down.

Core/distal – Twinkle, Twinkle. ABA - Start small. Open and close. Then on your back. Open and close. Use your stomach muscles to come back to sitting. Open and close.

Straight pathways.

Head/tail- with curved pathways.

Upper/lower-Arms float straight up. Curve to the left and right. zig zag around ‘with all my might.’ Repeat with legs.

Body/side- Move big like monsters into and out of the circle.

Cross/lateral- Mr. and Mrs. Arm and Leg – straight pathways across and back

Vestibular- washing machine

Transition: to the board, ready position.

<u>Intro to Concept</u>	<u>Duration</u>	<u>Prop</u>
Pathway	5 minutes	“airbrush” (noodle with scarf)

At the board: See, hear, say and do concept of Pathway: straight, curved, zig-zag

Teacher models, students copy: Use airbrush to draw air pathways that students draw with different body parts.

Teacher Demonstration: Put imaginary paint on your feet, imagine a huge paper in front of you, and paint straight, curved, zig-zag pathways in the air with your feet.

All: Stand up, make pathways on the floor.

Walk and say (or sing) the three pathways.

(Optional: To the tune of *She’ll Be Comin’ Round the Mountain*)

“We are moving a straight pathway through the space, we are moving a straight pathway through the space, we are moving a straight pathway, we are moving a straight pathway, we are moving a straight pathway through the space.”

“We are moving zigzag pathways through the space....” (Sing this with a sharp voice, robot-like)

“We are moving curving pathways through the space....” (Sing this one slower and smoother)

Repeat three pathways in self-space with body parts. Keep it brief. Can sing, too.

Transition: sit ready position.

<u>Explore (Exploration)</u>	<u>Duration</u>	<u>Music</u>
Follow the Leader Puzzle)	5 minutes	C & C Vol. II #7¹ (Pathway

Practice listening and responding to the music as a group (Teacher is Mama Duck, students are Ducklings) for 3 or 4 music changes. Use self and general space, floor and air patterns.

Optional: Break into smaller lines with assistants. Follow your NEW leader and dance in straight, curved or zig zag pathways as the music suggests.

Transition: line up & sit ready position, Set up obstacle course

Reflection: Which pathway made sharp changes of direction? Which went around the corner? Which got us from one place to another the most directly?

Which pathway is like letter "I"? Letter "S"? Letter "Z"?

<u>Developing Skills</u>	<u>Duration</u>	<u>Music</u>	<u>Props</u>
Obstacle Course	5 min.	Free Dance from Songs for Dancing	yoga dots, cones, 2 chairs

One at a time, skip (or gallop) straight along the line of yoga dots, run curved around the cones, straight and zig or zag backwards to sit in each chair! Have assistants supervise the chairs. Make a shape on the last dot, and then join the line.

Transition: places for resting.

<u>Resting</u>	<u>Duration</u>	<u>Music</u>
Constructive Resting	5 minutes	Brain Bop #13 & #14 or Songs for Dancing Resting

Transition: make a talking circle

<u>Creating</u>	<u>Duration</u>	<u>Music</u>	<u>Props</u>
Picture Dances	10 minutes	live drumming or none	pictures

Show **art works** that suggest each of the three pathways. First look at and describe each one with words and with movement. Talk about how a dance must have a beginning, middle, and end. Choose one of the pictures and create a dance together that starts in a body shape, moves in the pathway described by the picture **AS YOU INTERPRETE IT**, and ends in a body shape. As you work layer on concepts of place, direction and level by asking questions like, "**What direction** does your pathway go?" "Is your beginning shape **high** or **low**?" Invite them to change their dance to incorporate these other concepts. Perform with music and do as a whole group.

Optional: Break into groups and do this again with other pictures. Show and share.

Reflection: What pathways did you use (see)? What directions? What levels?

Transition: make a talking circle

<u>Activity</u>	<u>Duration</u>
Closure	5 minutes

Review activities. Favorites. Use 'show me' to assess understanding. Dance to the door in favorite pathways.

¹ Contrast and Continuum Volume II by Eric Chappelle